

FRAMEWORK
For
SECONDARY CURRICULUM
In
FAMILY AND CONSUMER SCIENCES

**Wayne Kutzer, State Director & Executive Officer
State Board for Vocational and Technical Education
600 East Boulevard Avenue, Department 270
Bismarck, ND 58505-0610
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Family and Consumer Sciences Framework for Secondary Curriculum

Authors:

Mari Borr
Mandan High School

Karen E. Botine
ND State Board for Vocational and Technical Education

Ann Dietchman
Finley-Sharon High School

Faye Duncan
MayPort CG High School, Mayville

Joann Hauger
Central High School, Grand Forks

Ruth Ann Larshus
Rhame High School

Vicki L. Neuharth
ND State Board for Vocational and Technical Education

Diane Olson
Red River High School, Grand Forks

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INTRODUCTION

In North Dakota, final curriculum decisions are made at the local level. Planning locally enables each instructor and his/her advisors to develop curriculum that:

- a. addresses the specific needs and interests of the students who are to be served in the local program; and,
- b. represents the concerns and priorities of the community.

Localizing curriculum is not a “from scratch” process. Each instructional program has a body of content that has been determined to be appropriate and necessary for students to learn in order to function successfully in the world they will live in. In North Dakota Family and Consumer Sciences programs, this body of content is identified as a series of general topics to be included within a particular course or unit. Using this body of content as a guide, the instructor determines the degree of emphasis or amount of time to be spent on each topic and the instructional methods and resources that will facilitate learning.

Throughout the history of the profession now called Family and Consumer Sciences the emphasis has always been on “family”. Instruction focused on preparing learners with the knowledge and skills necessary for satisfying family life. Today’s students, however, are expected to function as leaders and members, not only of families, but also of the community and the workplace. To prepare students for these expanded and longer-term roles outside the home while not neglecting the individual’s in-home functions, the curriculum has also expanded to include increased emphasis on career development, community involvement, and the challenges of balancing the often-conflicting demands of family, career, and community roles.

In the fall of 1996 a group of North Dakota Family and Consumer Sciences teachers met to begin the process of reviewing and updating curriculum. Their first charge was to answer the question, “What must students know and be able to do to function successfully in the world they will live in?” The answer to that question became ten curriculum “threads”, concepts or over-arching topics that should be incorporated into every content area.

While this North Dakota curriculum work was under way, Family and Consumer Sciences educators and others across the country were also working on National Standards for Family and Consumer Sciences Education. The challenge for the curriculum team became: “What is the relationship between the state curriculum guidelines and the National Standards?”

At the 1998 All-Service Vocational Conference, FACS instructors participated in an initial cross-walk between the just-published National Standards and the state course

guidelines. Overlaps, gaps, and areas in need of updating were identified. A writing team convened during the 1998-99 school year took the results of this work and completed the process. The resulting document is not a curriculum resource guide in the sense of providing specific ideas for instruction. It is, rather, an outline of what students should know and be able to do and the instructional topics that lead toward this knowing and doing. In other words, this is a **framework** for curriculum planning.

Each of the content areas within this North Dakota framework begins with a **Comprehensive Standard**. This comprehensive standard is a broad description designed to assist individuals in understanding what the content area is about and setting overall direction for instructional planning.

Following each Comprehensive Standard are several **Content Standards**. These define more specifically what individuals need to know and be able to do, or what is expected of the learner. These content standards, which may be drawn from one or from several of the 16 areas of study included in the National Standards, are written as action or performance statements and represent higher order thinking and performing skills.

Following the Content Standards are **Course Topics**. The course topics identify subjects (topics) that are logically part of a specific course or unit of instruction. In cases where more than one course might be developed from the course topics (such as in Nutrition and Foods) the emphasis and amount of time devoted to each course topic could vary from one course to another.

Using the framework (Comprehensive Standard, Content Standards, Course Topics) as a guide the local instructor identifies the **Competencies** for each content area. Competencies further define expectations for student learning and provide the basis for measuring what is learned. These competencies are not included in the state framework, but are developed locally.

Comprehensive and Content Standards included in the Framework are drawn directly from the National Standards for Family and Consumer Sciences Education and are numbered as they are in the national standards. There is one exception: the national standards do not include standards for individual and family health, so the comprehensive and content standards for this content area are taken from the North Dakota Health Standards developed for grades 9-12 by the ND Department of Public Instruction.

The secondary curriculum framework in North Dakota Family and Consumer Sciences is designed to build on the previously developed Middle Level Curriculum (1996).

CURRICULUM THREADS

Curriculum threads or themes represent commonalities among all the Family and Consumer Sciences content areas. Some may be developed as specific topics within each course; others may simply serve as reminders (for example, to practice effective communication skills or use the decision-making process in a variety of settings).

Curriculum threads for secondary level Family and Consumer Sciences programs are:

- Citizenship
Taking responsibility as a productive member of society through community involvement and civic action in the home, school, community, state, nation, and world.
- A Changing World
Using information and resources to adapt to a changing environment.
- Family, Career, and Community Leaders of America (FCCLA)
Promoting personal growth and leadership development through practical application of all areas of family and consumer sciences education utilizing individual and/or group projects.
- Communication Skills
Sending and receiving messages clearly.
- Healthy Lifestyles
Balancing daily living habits in order to achieve and maintain wellness.
- Career Development
Exploring career options and practicing workplace skills.
- Resource Management
Identifying, accessing, and using resources to achieve goals.
- Global Awareness
Exploring roles and responsibilities of individuals and families in the worldwide society.
- Critical Thinking
Gathering information, recognizing and analyzing choices, setting priorities, and planning for the future.
- Relationships
Interacting effectively with a variety of people.

The secondary level curriculum threads correspond almost directly to the previously identified threads or themes for ND Middle Level Curriculum in Family and Consumer Sciences (1996):

- Family, Career, and Community Leaders of America (FCCLA)
- Communication and Relationship Skills
- Decision-Making Skills
- Personal Health Issues
- Family Issues
- Resource Management
- Employment Skills
- Technology
- Community Service

ASSESSMENT

Part of the instructional process is to assess student learning in relation to the standards, competencies, or objectives that were established for that instruction. Since the emphasis in the North Dakota Framework for Secondary Curriculum is on students being able to do as well as to know, and on higher-order thinking skills, the traditional tests are not always the best way to measure student learning.

Scenarios and Rubrics for Secondary Family and Consumer Sciences Education (NDSU, June 1999) provides examples of alternative ways to assess student learning. This document is intended as a companion to the Framework for Secondary Curriculum and should be considered as a “first draft” of assessment instruments. The Vocational Curriculum Library can be a resource for additional assessment tools.

COMPREHENSIVE **FAMILY AND CONSUMER SCIENCES**

(Note: numbers preceding comprehensive and content standards refer to their location within the National Standards for Family and Consumer Sciences Education.)

Comprehensive Standard:

- 1.0 Integrate multiple life roles and responsibilities in family, work, and community settings.

Content Standards:

- 1.2 Demonstrate transferable and employability skills in community and workplace settings.
- 2.1 Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.
- 11.1 Analyze career paths within the housing, interiors, and furnishings industry.
- 13.2 Analyze personal needs and characteristics and their impact on interpersonal relationships.
- 13.3 Demonstrate communication skills that contribute to positive relationships.
- 13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.
- 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- 15.2 Evaluate parenting practices that maximize human growth and development.
- 16.3 Demonstrate apparel and textile design skills.
- 16.4 Demonstrate skills needed to produce, alter, or repair textile products and apparel.

Comprehensive Family and Consumer Sciences Course Topics:

Comprehensive courses draw from all of the content areas. Select course topics from the following content areas as appropriate for the age, interests, and needs of the students. Where several comprehensive courses are taught, they should be planned as a sequence. In a comprehensive sequence of courses certain content areas might be emphasized in one course and given less emphasis in the next, so that other content areas could have additional time. The result, if a student were to enroll in the entire comprehensive sequence, would be that he/she would receive a balance of instruction from all of the content areas.

CHILD DEVELOPMENT

Comprehensive Standard:

12.0 Analyze factors that impact human growth and development.

Content Standards:

- 4.1 Analyze career paths within early childhood, education, and services
- 4.4 Demonstrate a safe and healthy learning environment for children.
- 4.5 Demonstrate techniques for positive collaborative relationships with children.
- 12.1 Analyze principles of human growth and development across the life span.
- 12.2 Analyze conditions that influence human growth and development.
- 12.3 Analyze strategies that promote growth and development across the life span.

Child Development Course Topics:

PREPARATION FOR PARENTHOOD

Readiness for Parenthood
Functions of the Family
Planning for a Family
Adjustments for New Parents
Legal and Financial Responsibilities of Parents

PRENATAL DEVELOPMENT AND CARE OF MOTHER AND INFANT

Interaction of Heredity and Environment
Fads and Fallacies Related to Pregnancy
Stages in Prenatal Development
Pre- and Post-Natal Care of the Mother
Responsibilities of the Prospective Father
Care of the Newborn Child

CARE AND GUIDANCE OF CHILDREN

Who Cares for the Children?
Processes in Individual Development
Cultural Similarities and Differences in Child Care and Development
Guidance of Children
Management of Daily Routines
Health and Safety of the Child

CREATIVE ACTIVITIES FOR CHILDREN

How Children Learn
Selecting, Buying, or Making, and Using Activities and Resources with/for Children

CHANGING RELATIONSHIPS WITHIN THE FAMILY

CURRENT ISSUES

SOURCES OF SUPPORT AND ASSISTANCE FOR CHILDREN AND FAMILIES

RELATED CAREERS

CONSUMER AND RESOURCE MANAGEMENT

Comprehensive Standard:

- 2.0 Evaluate management practices related to the human, economic, and environmental resources.

Content Standards:

- 2.1 Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.
- 2.2 Analyze the relationship of the environment to family and consumer resources.
- 2.3 Analyze policies that support consumer rights and responsibilities.
- 2.4 Evaluate the impact of technology on individual and family resources.
- 2.5 Analyze interrelationships between the economic system and consumer actions.
- 2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.

Consumer and Resource Management Course Topics:

ECONOMIC PERSPECTIVES IN CONTEMPORARY SOCIETY

- Economic Effects of Changing Roles and Lifestyles
 - The Business/Industry Point of View
- Effects of Individual Actions on the Larger Economy
 - Economic Aspects of Career Planning

ROLE OF THE CONSUMER

- Factors Influencing Consumer Behavior
- Rights and Responsibilities of Consumers
 - Evaluation of Consumer Information
- Financial Agencies and Institutions
 - The Law and the Consumer

TECHNIQUES IN MANAGEMENT

- Decision-Making
- Identifying and Using Resources to Achieve Goals
 - Environmental Concerns

RESOURCES TO ATTAIN FINANCIAL GOALS

- Developing a Financial Plan
 - Consumer Credit
- Consumer Practices in Shopping
 - Financial Security Plans

CURRENT ISSUES

SOURCES OF CONSUMER SUPPORT AND ASSISTANCE

RELATED CAREERS

FAMILY LIVING

Comprehensive Standard:

- 6.0 Evaluate the significance of family and its impact on the well being of individuals and society.

Content Standards:

- 1.1 Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.
- 2.1 Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.
- 2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
- 6.1 Analyze the impact of family as a system on individuals and society.
- 6.2 Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.
- 13.1 Analyze functions and expectations of various types of relationships.
- 13.2 Analyze personal needs and characteristics and their impact on interpersonal relationships.
- 13.3 Demonstrate communication skills that contribute to positive relationships.
- 15.1 Analyze roles and responsibilities of parenting.

Family Living Course Topics:

PREPARATION FOR ADULT ROLES

Interpersonal Relationships
Developing a Personal Philosophy and Code of Ethics
Adult Roles and Responsibilities
Decision-Making

THE FAMILY IN CONTEMPORARY SOCIETY

What is "Family"?
Families in a Changing World
Balancing Work and Family
Family Functions and Authority Structures
Lifestyle Options
Crisis Management
Family and Community Interaction
Cultural Similarities and Differences in Families

PREPARATION FOR MARRIAGE

Readiness for Marriage and Parenthood
Social Relationships in Preparation for Marriage
Decisions During Engagement
Marriage Customs and Laws

MARRIAGE AS A WAY OF LIFE

Successful Marriage
Responsibilities and Adjustments in Marriage

THE FAMILY THROUGH THE LIFE SPAN

FAMILY COMMUNICATION

Effective Communication
Conflict Resolution
Anger Management

CURRENT ISSUES

SOURCES OF SUPPORT AND ASSISTANCE FOR FAMILIES

RELATED CAREERS

HOUSING AND LIVING ENVIRONMENTS

Comprehensive Standard:

- 11.0 Integrate knowledge, skills, and practices required for careers in housing, interiors, and furnishings.

Content Standards:

- 11.1 Analyze career paths within the housing, interiors, and furnishings industry.
- 11.2 Evaluate housing decisions in relation to available resources and options.
- 11.3 Evaluate the use of housing and interior furnishings and products in meeting specific design needs.
- 11.4 Demonstrate computer-aided drafting design, blueprint reading, and space planning skills required for the housing, interiors, and furnishings industry.
- 11.5 Analyze influences on architectural and furniture design and development.
- 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing, interiors, and furnishings.
- 11.7 Demonstrate design ideas through visual presentation.
- 11.8 Demonstrate general procedures for business profitability and career success.

Housing and Living Environments Course Topics:

THE MEANING OF “HOME”

Physical, Psychological, and Social/Cultural Considerations
Determining Personal Housing Needs

HOUSING

Types of Housing
Selection
Legal and Financial Aspects
Evaluating Existing Housing
Planning and Construction

SPECIAL HOUSING CONCERNS

Housing for the Aged and Physically Handicapped
Multi-Family and Multi-Generational Housing
The Home as Alternate Work Site

DECORATING THE HOME

Design Principles and Elements
Background Treatments
Furnishings
Accessories
Do It Yourself

HOUSEHOLD EQUIPMENT

Relating Needs to Family Roles
Buying Guides
Use, Care, and Storage

MAINTENANCE

Maintaining a Safe Environment
Home Repairs and Improvements

ENERGY AND RESOURCE CONSUMPTION AND CONSERVATION

TECHNOLOGY FOR HOME AND FAMILY LIFE

CURRENT ISSUES

RELATED CAREERS

INDEPENDENT LIVING

Comprehensive Standard:

- 1.0 Integrate multiple life roles and responsibilities in family, work, and community settings.

Content Standards:

- 1.1 Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.
- 1.2 Demonstrate transferable and employability skills in community and workplace settings.
- 2.1 Demonstrate management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.
- 2.4 Evaluate the impact of technology on individual and family resources.
- 2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span.
- 3.2 Analyze factors that impact consumer advocacy.
- 13.3 Demonstrate communication skills that contribute to positive relationships.

Independent Living Course Topics:

LIVING INDEPENDENTLY

What is Independence?
Choosing a Lifestyle
Critical Thinking
Communicating Effectively
Establishing and Maintaining Relationships

SUPPORTING YOURSELF

Planning for a Career
Workplace Readiness
Keeping a Job

MAKING FINANCIAL DECISIONS

Interactions Between the Individual and the Economy
Financial Planning
Financial Services
Record Keeping
Credit
Taxes
Insurance
Consumer Rights and Responsibilities

MAKING CONSUMER DECISIONS

Housing
Nutrition and Food
Clothing
Transportation
Health and Wellness

ACHIEVING PERSONAL GOALS

Finding Balance in Life
Time Management
Leisure Time

CURRENT ISSUES

SOURCES OF INDIVIDUAL AND FAMILY SUPPORT AND ASSISTANCE

RELATED CAREERS

INDIVIDUAL AND FAMILY HEALTH

Comprehensive Standard:

- 14.0 Demonstrate nutrition and wellness practices that enhance individual and family well being.

Content Standards:

Content Standards are taken from the North Dakota Health Standards (May 1998 Draft) for grades 9-12.

- S1 Students understand the fundamental concepts of growth and development.
- S2 Students understand concepts related to health promotion and disease prevention.
- S3 Students understand the effects of environmental and external factors on personal, family, and community health.
- S4 Students demonstrate the ability to use problem-solving, decision-making, communication and goal-setting skills to enhance health.
- S5 Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
- S6 Students demonstrate the ability to access and evaluate health-related information, products, and services.
- S7 Students demonstrate the ability to advocate for personal, family, and community health.

Individual and Family Health Course Topics:

HEALTH AND WELLNESS

Characteristics of "Wellness"
Health concerns Through the Life Span
Factors Influencing Health Decisions
Environment and Health

MAINTENANCE OF HEALTH

Nutrition
Physical Fitness
Personal Hygiene
Accident Prevention
Prevention Against Disease
Drugs and Alcohol
Wellness Check-Ups
Home Safety and Sanitation
Health and Athletics
Rest and Relaxation
Stress Management
Personal Wellness Program

EMERGENCY SITUATIONS

Emergency and First-Aid Supplies
Emergency and First-Aid Techniques
Survival Techniques

HOME CARE

Symptoms of Illness
Adaptations for Illness or Disability
Effects of Illness on Individual or Family

HEALTH CARE PRODUCTS AND SERVICES

Analyzing Information
Health Records
Health Care

CURRENT ISSUES

COMMUNITY HEALTH SERVICES AND PROGRAMS

RELATED CAREERS

NUTRITION AND FOODS

Comprehensive Standard:

- 14.0 Demonstrate nutrition and wellness practices that enhance individual and family well being.

Content Standards:

- 14.1 Analyze factors that influence nutrition and wellness practices across the life span.
- 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span.
- 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span.
- 14.4 Evaluate factors that affect food safety, from production through consumption.
- 14.5 Evaluate the impact of science and technology on food composition, safety, and other issues.

Nutrition and Foods Course Topics:

FOOD PATTERNS AND CUSTOMS

- Social Significance
- Regional and Cultural Differences
- Food Fads, Fallacies, and Habits
- Nutritional Needs During the Life Span
- Influences on Nutrition and Food Practices

MANAGEMENT OF FOOD RESOURCES

- Influences on Consumer Choices
- Food Purchasing and Budgeting
- Comparative Shopping
- Conservation and Preservation
- Safety and Sanitation
- Meal Preparation

TECHNOLOGY AND CONSUMER CHOICES

- Scientific and Technological Developments
- Consumer Information and Protection
- Equipment

ENERGY AND RESOURCE CONSUMPTION AND CONSERVATION

LEGISLATION RELATED TO NUTRITION AND FOOD

ORGANIZATION AND MANAGEMENT OF FOOD PREPARATION FACILITIES AND EQUIPMENT

CURRENT ISSUES

SOURCES OF INFORMATION AND ASSISTANCE FOR INDIVIDUALS AND FAMILIES

RELATED CAREERS

PARENTING

Comprehensive Standard:

- 15.0 Evaluate the impact of parenting roles and responsibilities on strengthening the well being of individuals and families.

Content Standards:

- 1.1 Analyze strategies to manage multiple individual, family, career, and community roles and responsibilities.
- 13.3 Demonstrate communication skills that contribute to positive relationships.
- 13.4 Evaluate effective conflict prevention and management techniques.
- 15.1 Analyze roles and responsibilities of parenting.
- 15.2 Evaluate parenting practices that maximize human growth and development.
- 15.3 Evaluate external support systems that provide services for parents.
- 15.4 Analyze physical and emotional factors related to beginning the parenting process.

Parenting Course Topics:

READINESS FOR PARENTHOOD

- Understanding Self
- Establishing Life Goals and Plans
- Myths and Realities of Parenting
- Choosing to Parent
- Family Planning
- Options for Becoming a Parent

PARENTING RESPONSIBILITIES

- Role Clarification
- Supporting a Family
- Fostering Optimum Growth and Development
- Child Guidance
- Child Care
- Parenting Across the Life Span
- Balancing Work and Family

FAMILY COMMUNICATION

- Communication Styles
- Cultural and Generational Influences

CHILDREN WITH SPECIAL NEEDS

FAMILY WELLNESS

- Expectations of Self and Others
- Managing Stress and/or Crises

CURRENT ISSUES

SOURCES OF SUPPORT AND ASSISTANCE FOR PARENTS AND FAMILIES

RELATED CAREERS

TEXTILES AND CLOTHING

Comprehensive Standard:

- 16.0 Integrate knowledge, skills, and practices required for careers in textiles and apparel.

Content Standards:

- 16.1 Analyze career paths within the textile and apparel design industry.
- 16.2 Evaluate fiber and textile materials.
- 16.3 Demonstrate apparel and textile design skills.
- 16.4 Demonstrate skills needed to produce, alter, or repair textile products and apparel.
- 16.5 Evaluate elements of tactile and apparel merchandising.
- 16.6 Evaluate the components of customer service.
- 16.7 Demonstrate general operational procedures required for business profitability and career success.

Textiles and Clothing Course Topics:

CLOTHING

- Functions of Clothing
- Interrelations of Clothing and Culture
- Effects of Changing Roles and Lifestyles
- Scientific and Technological Advances
- Occupational Aspects

MANAGING THE CLOTHING DOLLAR

- Where, When, and How to Buy
- Advertising
- Consumer Rights and Responsibilities

WARDROBE PLANNING

- Self-Expression
- Style, Fabrics, and Colors
- Dressing Appropriately for the Occasion
- Clothing for Children, the Elderly, and Persons with Physical Disabilities

SELECTING TEXTILES FOR CLOTHING AND HOME USE

- Finishes
- Labels
- Legislation

CARE AND MAINTENANCE

CONSTRUCTION

- Working with Unique Fabrics
- Specialized Design and Construction
- Alterations
- Redesign, Repair, and Recycling Clothing
- Non-Clothing Items

EQUIPMENT AND WORK AREAS

CURRENT ISSUES

SOURCES OF ASSISTANCE IN CLOTHING THE INDIVIDUAL AND FAMILY

RELATED CAREERS

EARLY CHILDHOOD, EDUCATION, AND SERVICES

Comprehensive Standard:

- 4.0 Integrate knowledge, skills, and practices required for careers in early childhood education and services.

Content Standards:

- 4.1 Analyze career paths within early childhood, education, and services.
- 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services.
- 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests.
- 4.4 Demonstrate a safe and healthy learning environment for children.
- 4.5 Demonstrate techniques for positive collaborative relationships with children.
- 4.6 Demonstrate professional practices and standards related to working with children.

Early Childhood, Education, and Services Course Topics:

OPPORTUNITIES IN EARLY CHILDHOOD, EDUCATION, AND SERVICES

CAREER SKILLS

- Employability
- Maintaining Working Relationships
- Professionalism
- Problem-Solving
- Decision-Making
- Communication

KNOWLEDGE AND SKILLS

- Basic Needs of Children
- Principles of Development
- Child Guidance
- Observing and Recording
- Helping Children Assume Responsibility

HEALTH AND SAFETY

- Nutrition
- Food Preparation
- Safe Environments
- Equipment and Toy Safety
- Teaching Safety and Health Practices to Children

SPECIAL NEEDS

FACILITIES

- Physical Requirements
- Financial Aspects
- Program Needs and Requirements
- Resources for Programs

LEGISLATION

WORKING WITH PARENTS AND GUARDIANS

WORKING WITH OTHER AGENCIES

CURRENT ISSUES

SOURCES OF ASSISTANCE AND INFORMATION FOR PROFESSIONALS

FOOD SERVICE

Comprehensive Standards:

- 8.0 Integrate knowledge, skills, and practices required for careers in food production and services.
- 9.0 Integrate knowledge, skills, and practices required for careers in food science, dietetics, and nutrition.

Content Standards:

- 8.1 Analyze career paths within the food production and food services industries.
- 8.2 Demonstrate food safety and sanitation procedures.
- 8.3 Demonstrate selecting, using, and maintaining food production equipment.
- 8.4 Demonstrate planning menu items based on standardized recipes to meet customer needs.
- 8.5 Demonstrate commercial preparation for all menu categories to produce a variety of food products.
- 8.6 Demonstrate implementation of food service management functions.
- 8.7 Demonstrate the concept of internal and external customer service.
- 9.1 Analyze career paths within food science, dietetics, and nutrition industries.
- 9.2 Apply risk management procedures to food safety, food testing, and sanitation.
- 9.3 Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.
- 9.4 Demonstrate basic concepts of nutritional therapy.
- 9.5 Demonstrate use of current technology in food product development and marketing.
- 9.6 Demonstrate food science, dietetics, and nutrition management principles and practices.

Food Service Course Topics:

OPPORTUNITIES IN THE FOOD SERVICE INDUSTRY

CAREER SKILLS

- Employability
- Maintaining Working Relationships
- Professionalism
- Problem-Solving
- Decision-Making
- Customer Service
- Communication

LEGISLATION

PREPARATION AND SERVICE AREAS

- Receiving and Storage
- Preparation Stations
- Convenient Meal Service

MENU PLANNING, RECIPE SELECTION, AND FOOD PURCHASING

- Nutrition
- Special Diets, Food Allergies
- Food Combinations
- Food Costing
- Portion Control
- Purchasing

FOOD PREPARATION

- Safety and Sanitation
- Equipment and Utensils
- Quantity Food Preparation
- Quality Control

FINANCIAL RESPONSIBILITIES

- Money Handling
- Record Keeping
- Cost Control

CURRENT ISSUES

SOURCES OF INFORMATION AND ASSISTANCE FOR PROFESSIONALS